



HISTORY CURRICULUM 2022-2023

Springwood Heath Primary School



	Autumn Term	Spring Term	Summer Term
Year 1	The Gunpowder Plot	Toys	Kings and Queens
	<p>Pupils will talk about some of the key events and people involved in the Gunpowder Plot. They will explain why the Gunpowder Plot happened and sequence the main events of the Gunpowder Plot. Pupils will show an awareness of the differences in ways of living in 1605 compared to the present. They can imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing. Pupils can talk about how the Gunpowder Plot has had an impact on national life in the present day.</p>	<p>Pupils will explain what they know about toys today. They will explain how we can find out about the past and describe features of different toys. Pupils will recognise old and new toys and use words relating to the passing of time. They can identify different sources we can use to find out about the past. Pupils can ask and answer simple questions. They can compare two toys from different time periods, identifying similarities and differences and use words and phrases relating to the passing of time.</p>	<p>Pupils will demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria. Pupils will know the chronological order of some kings and queens. They will understand the chronology of various significant British kings and queens and be able to place some in the correct order. Pupils can recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. They can talk about how we know about the lives of some significant people in history, such as Richard III, and use historical facts to support their opinion about them</p>

Year 2	The Great Fire of London	Nurturing Nurses	Great Explorers
	<p>Pupils can explain how and why London was different in the 17th century and can explain and order the key events of the Great Fire of London. Pupils can explain how and why the fire spread and finally stopped and what changed afterwards. They can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. Pupils can explain how we know about the Great Fire of London from a variety of primary sources and show awareness of how London has changed, including its buildings, people and transport. They can write a report about the Great Fire of London.</p>	<p>Pupils can provide some criteria about what makes a person significant in history. They can talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell. Pupils know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today. They can talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. Pupils will demonstrate an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived. They can recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.</p>	<p>Pupils can select reasons why people are considered to be significant and know some of the ways that we can find about the recent past and also about explorers from long ago. They can say what the explorers studied are known for and, with prompts, make some simple comparisons between explorations in the recent and more distant past. Pupils can talk about some of the ways that we remember significant explorers and explain why at least one of the explorers studied is significant. They can order reasons as to why people might be considered to be significant. Pupils can compare the ways in which we can find out about the recent past and also about explorers from long ago and use prompts to describe the key events and achievements in the lives of the explorers studied. Pupils can make some simple comparisons between explorations in the recent and more distant past and talk about some of the ways that we remember significant explorers, discussing how sometimes views</p>

			about these significant people can change over time.
Year 3	Stone Age to Iron Age	The Railways	The Romans
	<p>Pupils can identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers. They can note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture. Pupils can understand some of the ways in which historians and others investigate the past through exploring evidence. They can research aspects of life in the Bronze Age, making clear comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age. Pupils can address questions relating to the building of Stonehenge and give explanations that show their reasoning. They can evaluate the impact on daily life of changes in metalworking skills in the Iron Age. Pupils can recognise the significance in the arrival of Celtic tribes to Britain, including their</p>	<p>Pupils can describe some benefits of the growth of the railway network in Great Britain and can name some important individuals, famous locomotives and early railway lines. Pupils can describe the different locomotive technologies that have developed over time and describe some of the main train routes in Great Britain. Pupils can explain both positive and negative effects of the railways and will know some biographical details about some historically significant individuals and locomotives. Pupils can explain locomotive technology in greater detail showing an understanding of how they work and comparing the similarities and differences of the different types. They have a chronological understanding of how locomotives and the railway network changed over time and a comprehensive understanding of the contribution by significant individuals. Some pupils can confidently debate the positive and negative effects of the</p>	<p>Pupils can order a number of significant events from the Romano-British era on a timeline. They can identify why roads and towns were so important to the Romans and can recognise the different viewpoints relating to Boudicca's Rebellion. Pupils can ask questions about historical artefacts and answer some simple questions by finding evidence from primary source and can make some simple deductions about the lives of people in the past. Pupils can find out about an aspect of Roman daily life and record key facts. They can use primary and secondary sources to gain a better understanding of the Romano-British era. Pupils can evaluate the impact and legacy of the Romans on Britain and can order a number of significant events from the Romano-British era on a timeline. They can identify why a good road network and well-planned towns were so important to the Romans and can recognise and describe the different viewpoints relating to</p>

	<p>impact on the landscape in the Iron Age. They can recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age.</p>	<p>railways on different aspects of society</p>	<p>Boudicca's Rebellion. Pupils can ask questions about historical artefacts and answer some key questions by finding evidence from primary sources. They can make sound deductions about the lives of people in the past and can find out about an aspect of Roman daily life and record a number of key facts. Pupils can use primary and secondary sources to gain a clearer understanding of the Romano-British era and can evaluate and describe the impact and legacy of the Romans on Britain.</p>
Year 4	<p>Crime and Punishment</p>	<p>Ancient Egypt</p>	<p>Entertainment and Leisure</p>
	<p>Pupils can explain some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times. They can recall facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources. Pupils can explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. They can compare and</p>	<p>Pupils can understand what was important to people during ancient Egyptian times and compare the powers of different Egyptian gods. Pupils can find Egypt on a map and raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. Pupils know where and when the Egyptians lived through looking at maps and artefacts. They can</p>	<p>Pupils can name some significant dances and bands that became famous during the 1960s. They can use old film posters to understand why cinema was important to people in the 1930s. Pupils have a chronological understanding of how technology developed over the century. They can explain what to include in a party fit for the 1960s. Pupils can raise questions for characters from the past, such as holiday camp owner Billy Butlin and can describe the changes that took place in football over the century</p>

	<p>contrast a variety of historical sources to form their own conclusions and questions. They can imagine and write about the experiences of people living during the historical periods studied based on factual evidence. Pupils can explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. Pupils can compare modern day crime and punishment with those from the past and talk about the legacy of past methods of crime prevention and detection with those of the present day.</p>	<p>select information about mummification and Egyptian gods carefully when learning about these areas.</p>	<p>by comparing football kits to those of the present day and thinking about significant players who helped to make the game famous. Pupils can understand the importance of film posters in attracting audiences and compare the similarities and differences of the 1930s examples.</p>
Year 5	Riotous Royalty	Non-European Civilisation - Maya	Vikings and Anglo-Saxons
	<p>Pupils can ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era. They will have a chronological understanding of which monarch reigned in relation to another and explain that the Magna Carta was an important document. Pupils will understand why and how monarchy affected the formation</p>	<p>Pupils will say where the ancient Maya people lived, naming some major features and cities in them. They will know some of the main Maya gods and what they represented and will read and write some basic Maya numbers, explaining what syllabograms and logograms are. Pupils will know that corn and chocolate were important foods and be able to identify some reasons for this. Pupils can demonstrate a full</p>	<p>Pupils can say where the Vikings came from and when they invaded Britain. They will know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline. Pupils can describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. Pupils will have a full understanding of how</p>

	<p>of the United Kingdom of Great Britain and Northern Ireland as we know it today. They will explain how different monarchs achieved, secured and continued to exact power on the UK by looking at royal behaviours from the past and considering the impact of these on how we live today. Pupils will describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country. They will understand the importance of an heir to the throne through comparing different generations of monarchy and will see why the six monarchs studied have been identified as being significant to understanding events in British history.</p>	<p>understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions. Pupils can explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. They can describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.</p>	<p>the Vikings have shaped British culture and history by composing historically valid questions. They will evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history. Pupils can compare and contrast the modern-day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences. They can explain where and why some Viking raids or attacks took place.</p>
Year 6	Ancient Greece	World War 2	Local Area Study
	<p>Pupils can order a number of significant events from ancient Greek times on a timeline. They can identify some of the impacts of Alexander the Great's Empire. Pupils can research and describe some key features of the everyday lives of people living in ancient Greece. They can name some similarities and differences</p>	<p>Pupils can say when the war started and talk about some of the countries and key individuals involved. They can recall some details about key events, describing what evacuation and rationing were, explaining how they worked and how different people were affected. Pupils can describe some of the jobs</p>	<p>During the summer term Year 6 pupils will undertake a study of the local area (Woolton village and the surrounding area). The unit will include the following questions and areas of study: What different types of land-use can you see? e.g. houses, businesses, farmland, etc. How has this changed over time? Use</p>

	<p>between life in ancient Athens and life in ancient Sparta. Pupils can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources. They can make some comparisons between the modern and ancient Olympic Games and can find out about some ancient Greek gods and goddesses. Pupils can use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources.</p>	<p>women did during the war and say how the changing role of women was significant to the war effort. Pupils can talk about the Holocaust in detail and make links and comparisons to issues today.</p>	<p>maps to support your study. What types of buildings can you see and what are they used for? Who lives there? How is this similar or different to other places you have visited? Are there any green spaces? If so, what are they used for? Are there any local "landmarks" here? Who uses this space? Families, dog walkers, business people? Link to a study of the Beatles. Locate famous landmarks (e.g. Eleanor Rigby's grave, St Peter's church hall).</p>
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